



EXPERIENCING ADULT LEARNING AND DEVELOPING MANAGERIAL COMPETENCIES

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ABSTRACT

The purpose of the study is to examine the effect of adult learning on managerial competency development. The study considers four factors namely Vicarious Experience, Adult Motivation, physiological experiences, and continuous learning. The study examines the responses of 68 managers on adult learning in relation to managerial competency development. The data has taken from the managers working in public and private sector companies both at Kingdom of Saudi Arabia. The outcome of the study shows that manager's vicarious experience, adult motivation, physiological experience and continuous learning have a negative relation to the age. As manager's age increases these factors experienced decreasing. The study has implications for the companies having more adult employees and is expected to face challenges with emerging companies to take competitive advantage.

KEYWORDS: adult motivation, psychological experience, continuous learning, vicarious experience.

1. INTRODUCTION:

Adult learning is a broad concept in relation to individual characteristics and adaptation of changes in society (Daniele, 2017). At the second international conference on adult learning held in the 1960's stated on recognizing the importance of adult education and to invest their resources in promoting adult learning. The notion of the learning has tracked by the definition given by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 1960). The permanent state of change and transformation justifies the paradigm of lifelong learning which reflects and experiences the learning specifically (Daniele, 2017).

Every individual must be in a position to keep learning throughout his life. The idea of lifelong education is the keystone of the learning society (Faure, 1972).

Adulthood is no longer quite harbour of "Prudent Man", but rather a continuous weaving work from one apical phase (Daniele, 2017). A definition pertaining to learning and education of adults has given by Dewey (1916), stated as "a continual reorganization, reconstruction and transformation of experience" (p. 50). As per Mezirow's thought, "Reflection on one's own premises can lead to transformative learning" (Mezirow, 2000, p. 57). A meaningful and transformative learning brings fruitful adaptive skills and also reflective competence for individuals to enhance their skills and experience (Daniele, 2017).

Managers who participate in career exploration and planning activities are likely to have a greater knowledge of learning opportunities (Carbery & Garavan, 2007). The manager's perception of what constitutes a learning opportunity is also important (Tams & Arthur, 2006). Greater knowledge of learning opportunities may accrue to those managers working in organizations with a structured HRD department that emphasizes generic as well as specific development opportunities. (Hay Group, 2007). Our conceptual framework proposes that the extent to how adult learning experiences managers' competencies. Career exploration is generally defined as a lifelong process of information gathering about career options, searching relevant jobs, learning opportunities and creating career values (Savikas, 1997). Organizations that contribute to the enhancement of generic competencies have value in facilitating the career progression of the manager (Carbery & Garavan, 2007).

Adult learning provides opportunities for learning and gaining new competencies with rapid technological development and also reduces the inequalities in the society (Kocór & Worek, 2017). The European Union emphasizes these functions of adult learning – an aspect of lifelong learning (European Commission 2010) and Europe 2020 (European Commission 2014). Manager's careers are likewise more complex and they no longer follow a traditional career model. Instead, managers are expected to be self-directed career oriented with adaptive change (Carbery & Garavan, 2007). Adult knowledge has not had only individual value, but it sometimes produced and reproduced and exchanged in social practices (Daniele, 2017). The culture of the organization itself will ultimately influence the degree to which employees grow and develop as adults (Karakowsky & McBey, 1999). Kolb (1984), views learning as a transaction between person and environment \pm learning are viewed as a social process. Kahn (1992) suggested that the concept of psychological presence provides a means to describe what employees experience in performing their roles as they put their personal experience in depth in performing their roles.

Cell (1945) argued that all significant experiential learning is a change in the

learner. As per Cell, change may take from the response, leaning in behaviour, from situation learning in interpretation, trans-situation learning in autonomy and transcendent learning in creativity or in combination of all. This view is consistent with the Piagetian belief that development arises through learning \pm when we learn we change (Piaget, 1954). In this manner, learning results in changes in behaviour, emotions, thoughts and consciousness Cell (1945). Employee competence in continuous learning is becoming increasingly important in organizations T. Maurer & Weiss, 2010). This has had a profound impact on the way that managers perform their work, manage their career, and place value on learning and development (Carbery & Garavan, 2007). Organizations need to consider motivators at the time of designing talent management systems in order to achieve sustained competitive advantage (Paauwe and Boselie, 2005).

As Schuetze (2006) stated, Faure's idea of lifelong education "formulated the philosophical, political concept of a humanistic, democratic and emancipatory system of learning opportunities for everybody, independent of class, race or financial means, and independent of the age of learner" (p. 290). The transformative theory embraces not only the methods of analysis of experiences, but also the structures that the adult uses in the process of interpretation (Daniele, 2017). In the scenario of global crisis, low demand for unskilled labour, job uncertainty and demand of skilled working has increased the demand for further knowledge gaining and professional development (Wain, 2001). The contemporary European discourse on Adult learning has given emerging right to individuality in relation to living conditions, gender differences, globalization of economic and technological changes (Franck, 1999). It gave way to the Adult learning model of unique development (Alberici, 2002). The job experience, perception, competencies and abilities of the manager will impact the confidence level and motivate him to learn and earn the perceived value that the manager places during his learning (Carbery & Garavan, 2007). Managerial experience was a unique predictor of continuous learning skill requirements when controlling for age and job, but age was not a unique predictor when controlling for experience and job (T. Maurer & Weiss, 2010).

Adult Learning addresses adult development within the context of changes in capabilities, perspectives, and world views that occur as people move through life (Morris & Klunk, 2016).

Kegan, Lahey, Fleming, and Miller (2014) identified, deliberately developmental organizations (DDOs) "committed to developing every one of their people by weaving personal growth into daily work". Adult learning objectives are to contribute to the improvement in the quality of human life and enhancement and development of existing qualifications and human competencies (Kocór & Worek, 2017). In other words, developing adults increases capabilities to dwell in the world as people, learners, managers, leaders, citizens, and so on (Morris & Klunk, 2016). The more scope to managers have to learn, then the more opportunity that they, in turn, will have to drive learning and development (Carbery & Garavan, 2007). Continuous learning and skill development activities of workers are increasing competitive edges in the organizations (T. J. Maurer, 2001).

Adult teach learners the circumstances and conditions of their lives, manage change, and achieve those higher reaches of human development (Kegan, 2013). Through adult learning, learners began to question the conditions of their lives, manage change (Treff, & Earnest, 2016). Learning is useful not only for individual and organizational learning, but also for active and constructive democratic participation (Reio, 2007). Adult Education (ADE) and Human Resource Development

opment (HRD) together beliefs about the decline of abilities with age contribute significantly to beliefs about older workers' ability and inclination to develop (Wrenn & Maurer, 2004). Age differences impacted the perceived short term and long term extrinsic motivations among learners and learners in their 20s to 40s of age perceived high level of relevance in short run and long run than the rest of their age group (Yoo & Huang, 2013). Motivation is an internal force to energize individuals for action. Antecedence conditions and methodological conditions are variables that influence the motivation (Green, 2011)

The quality of any training program is determined by the quality of the curricular planning (Alina). Many security managers have limited experience in effective adult education principles (DeSalvo, 1992). The fields of adult education (AE) and human resource development (HRD) play, particularly significant roles in providing quality learning and development opportunities for adults (Reio, 2007). Guan et al. (2016) suggested that Human Resource managers need not only have knowledge in relation to HR management, but also need to develop and enhance the general managerial abilities to cope with diverse challenges to cope with the concurrent challenging situation. Managers need to adopt change by identifying its behavioural, cognitive, and socio-emotional dimensions (Karaevli, 2006). The career adaptability was stronger among employees who perceived a higher versus lower level of organizational support for strategic HRM (Guan, 2016). There is a significant statistical relationship between organizational knowledge sharing practices, employees learning commitments, employees' adaptability, and employees' job satisfaction (Almahamid, 2010). Managers are expected to manage their careers, develop employability, and continuous learning and careers increasingly challenge managers to be proactive and self-regulated (Carbery, 2007). In a study, a significant relationship was also found between beliefs about the controllability of decline and beliefs about older workers' learning goal orientation (Wrenn, 2004). Adult development is a broad, multi-dimensional, intellectual, emotional, cognitive, and trans-personal (TP) conceptualization concept (Morris, 2016). Only a few research papers have addressed the notion of the organization as a facilitator or inhibitor of adult learning or personal growth and development and a number of research propositions are examined and formulated for the purpose of encouraging managers and practitioners to study the impact of workplace adult learning and development (Karakowsky, 1999).

2. LITERATURE REVIEW:

The literature survey primarily identifies the articles from reputed journals on adult training, namely, Sage, Elsevier, Wiley, ProQuest database, Taylor and Francis, Science Direct, Business Source Premier, and Emerald databases, using terms such as "adult career," "learning and development," "adult manager," "adult experience," and "adult motivation." The study reviewed both European and U.S. journals were accessed.

Daniele (2017) critically examined and compared the experience, emancipation and problem posing of adult learning than categories of problem solving, activation and empowerment. (Kocer, 2017) described Matthew's effect in the field of adult learning based on Human capital in Poland project. The finding of the research compares that educated people increase their educational capital, moving further away from the lower level education. Guan (2016) examined the HR manager's strategic competence in the Chinese context by surveying 220 managers. The outcome of the study shows positive impact of their strategic competence through career variety and organizational support. Boydell (2016) in his autobiographical study experienced adult development at polytechnic during his position as a management consultant.

Alina (2015) conducted a study on the quality of the adult training program by applying the model of customer design in different fields namely quality management, project management and educational development. The aim of the study was to increase the efficiency and efficacy of the adult training program in relation to market success. Yoo (2013) investigated four motivational factors influencing adult learner engagement with online US base degree program through 190 adult surveys. In a primary survey research, conducted by (Dries, 2012) in the field of talent management, the study examines whether agility increases with career variety.

Green (2011) examined the influence of institutional and teacher behaviour factors on adult students at university of California. The findings of the study indicate that the teacher's behaviours are most important influencing factors on the adult motivation (Green, 2011). Almahamid (2010) explored and investigated in a study over 91 listed manufacturing companies in Amman stock exchange, Jordan, to identify a relationship between organizational knowledge sharing practices, employees' adaptability, employees' learning commitment and employees' job satisfaction.

Carbery (2007) proposed a conceptual framework to explain managers' participation in career-focused learning and development. Reio (2007) explored in a study as adult education and Human resource development (HRD) as these are closely related. Karaevli (2006) in a theoretical model presents how managerial adaptability develops from career over a person's span of life through building adult learning, career adjustment and development. Wrenn (2004) in his study empirically investigated belief about adult worker's ability and their inclination toward career-relevant skills development. The outcome of the study describes a

significant relationship between these two. Maurer Todd (2001) in his study explored an important and unrecognized factor of workers that may contribute in declining self-efficacy for their career learning and skill development with the increasing age. Karakowsky (1999) theoretically made an attempt to identify the individual and organizational factors that can contribute and have significant influence for learning and development in the work premise. DeSalvo (1992) in a study describes that security managers and supervisors can improve the effectiveness of on-the-job trainers and also the learning and performance of their employees in the principles of adult training.

3. RESEARCH OBJECTIVES:

1. To study the impact of managerial challenges, competency building exercises and self-efficacy building exercise on adult training.
2. To study the impact of motivation factors, such as support/encouragement for coworkers and staff, personal growth, innovation skills, guidance and counselling and developmental opportunities in terms of professional and personal career path on adult learning.
3. To study the impact of physiological experience variables, such as health, anxiety, physical capabilities, sense of connectedness and emotional attachment on adult learning.
4. To study the scope of diversity, empowerment, lifelong learning, social inclination, managing with change and career restructuring & transitions in adult learning.

4. RESEARCH HYPOTHESIS:

- H01: Vicarious experience (VE) has no significant impact of Adult Learning on managerial competencies?
- H02: Adult Motivational (ADM) has no significant impact of Adult Learning on managerial competencies
- H03: Physiological experience (PE) has no significant impact of Adult Learning on managerial competencies?
- H04: Continuous Learning (CL) has no significant impact of Adult Learning on Managerial Competencies?
- H05: Managerial experience (ME) and managers Education level (EL) has no significant impact on Adult Learning.

5. RESEARCH METHODOLOGY:

The research is based on 68 managers working in both public and private sector organizations in Saudi Arabia. The survey instrument was pilot tested on a random basis and the managers were asked to identify any confusion or non-clarity about the statements. The final version of the survey questionnaire incorporates important revision of the recommendations of participants. The purpose of the research is to examine the relationship between Adult learning and managerial competency building. The research have a wide scope of the organizations having skilled adult manpower.

5.1.1 Participants:

The data were collected from the male managers of both public and private sector organizations of Saudi Arabia. The public sector managers consist of 80% of the whole population surveyed and 20% percent of the private sectors. The public sector managers contributed to the study are Ministry of Health, Ministry of Education, Ministry of Labour, and Ministry of IT. The private sector managers consist of IT companies and FMCG companies. The total numbers of Managers participated in the study are 68. The participants were selected through Purposive random sampling.

5.1.2 Assessment Measure:

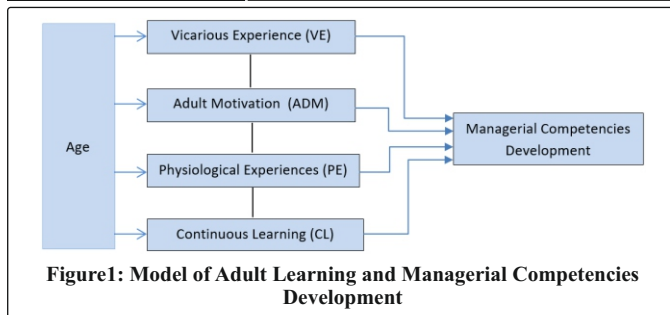
A total 18 items on a five-point Likert scale ranging from 1= strongly disagree to 5= strongly agree have taken to the study comprising of four factors: Vicarious Experience (VE), Motivation (M), Physiological Experiences (PE) and Continuous Learning (CE). The Cronach's alpha value 0.781 shows a valid score of reliability and internal consistency.

5.1.3 Ethical Consideration:

The managers were ensured that the sample data were treated confidentially and the participants were ensured to keep their information confidential forever. The managers were kept free to provide their informed consent to take part in the survey or to withdraw from the survey at any time without explaining any reason.

5.1.4 Data Analysis Techniques:

The study is based on 4 exploratory factors consisting of 20 variables. Each factor consists of 5 variables. The SPSS 23 statistical tool has applied for the purposes of data interpretation are: mean, standard deviation, and Analysis of Variance (ANOVA). The study has developed a "model of adult learning and managerial competency development" consisting of the four factors derived from the questionnaire. These four factors were validated from the literature reviews.



The research derives the four construct (regression equations) for the purpose of hypothesis testing. The regression equations are as given as below.

$$ADL1 = \beta_0 + \beta(VE) = \beta_0 + \beta_1(VE2) + \beta_2(VE3) + \beta_3(VE4) + \beta_4(VE5) + e1 \quad (1)$$

$$ADL2 = \beta_0 + \beta(ADM) = \beta_0 + \beta_1(ADM1) + \beta_2(ADM2) + \beta_3(ADM3) + \beta_4(ADM4) + e2 \quad (2)$$

$$ADL3 = \beta_0 + \beta(PE) = \beta_0 + \beta_1(PE2) + \beta_2(PE3) + \beta_3(PE4) + \beta_4(PE5) + e3 \quad (3)$$

$$ADL4 = \beta_0 + \beta(CL) = \beta_0 + \beta_1(CL2) + \beta_2(CL3) + \beta_3(CL4) + \beta_4(CL5) + e4 \quad (4)$$

$$ADL5 = \beta_0 + \beta(EL\&ME) = \beta_0 + \beta_1(EL) + \beta_2(ME) + e5 \quad (5)$$

*ADL – Adult learning; *VE – Vicarious experience
*ADM – Adult Motivational; *CL – Continuous learning

Where e1,e2,e3,e4 and e5 are error terms.

**The study dropped 4 independent variables for the purpose of regression analysis. The dropping in variables will increase the reliability and accuracy of the outcomes. These variables are VE1, ADM5, PE1 and CL2.

***List of Independent Variables

- VE1- Gained knowledge and confidence to continue exercising after program's completion
VE2- Sense of satisfaction and well being from regaining "old" skills
VE3- Managerial decision making
VE4- New challenges in terms of personal, professional and social fulfilment
VE5- Self-efficacy for career development

- ADM1- Support/ encouragement of co-workers and supervisors
ADM2- Career transition and personal growth
ADM3- Life long learning and innovation skills
ADM4- Rethinking, guidance and counselling
ADM5- Access to development opportunities in terms of personal, professional and social
PE1- Health factors
PE2- Anxiety
PE3- Regaining physical capabilities
PE4- Development and sense of connectedness with organization
PE5- Sharing tangible and emotional form of assistance

- CL1- Diversity and empowerment
CL2- Lifelong learning and a means of achieving employability
CL3- Active citizenship and social inclination
CL4- Ability to adopt changes with concurrent business environment
CL5- Restructuring and career transitions
EL- Educational level
ML- Managerial experience

6. DATA ANALYSIS AND FINDINGS:

The following table 1 shows the reliability of each factor. Each factor has its reliability > .70, except Adult Motivation (ADM), which is close to .70. The overall reliability-value is 0.781, which shows that data is quite reliable for the purpose of analysis.

Table 1: Reliability Analysis

Factors	No. of Factors	Cronbach's Alpha
Vicarious Experience (VE)	5	.703
Adult Motivation (ADM)	5	.689
Physiological Experiences (PE)	5	.774
Continuous Learning (CL)	5	.823
Overall Reliability	20	.781

The table 2 shows the descriptive statistics of all 68 respondents with their mean and standard deviations.

Table 2: Mean and Standard Deviation (Descriptive Statistics)

Factors	N	Minimum	Maximum	Mean		Std. Deviation
				Statistic	Std. Error	
VE1	68	3.0	5.0	4.362	.0714	.5934
VE2	68	1.0	5.0	3.957	.1081	.8983
VE3	68	3.0	5.0	4.246	.0727	.6040
VE4	68	3.0	5.0	4.348	.0768	.6377
VE5	68	2.0	5.0	4.449	.0760	.6310
M1	68	1.0	5.0	3.765	.1276	1.0526
M2	68	1.0	5.0	3.618	.1275	1.0514
M3	68	2.0	5.0	4.500	.0770	.6348
M4	68	3.0	5.0	4.235	.0699	.5761
M5	68	3.0	5.0	4.324	.0709	.5844
PE1	68	1.0	5.0	3.588	.1093	.9017
PE2	68	1.0	5.0	3.088	.1492	1.2306
PE3	68	1.0	5.0	3.559	.1281	1.0564
PE4	68	2.0	5.0	3.985	.0994	.8194
PE5	68	1.0	5.0	3.750	.1348	1.1113
CL1	68	3.0	5.0	3.882	.0826	.6809
CL2	68	2.0	5.0	4.235	.0759	.6258
CL3	68	3.0	5.0	4.250	.0707	.5827
CL4	68	2.0	5.0	4.294	.0728	.6000
CL5	68	4.0	5.0	4.441	.0607	.5002

The table 3 shows the statistics of the respondents consisting of Age, Marital status, Educational level, working department and managerial experience with the respective percentage.

Table 3: Demographic Variable with their Distribution as per Managers Responses

Variable name	Variable Interval	No's of Respondents	Percentage
Age	25 to 34 years of age	47	69.1
	35 to 44 years of age	18	26.5
	45 to 59 years of age	3	4.4
	60 years and above	0	0
Marital Status	Single	21	30.9
	Married	47	69.1
	Widowed	0	0
	Divorced	0	0
	Others	0	0
Educational Level	Diploma/Certificate	0	0
	Bachelor's	67	98.5
	Master's	1	1.5
	Doctorate	0	0
	Others	0	0
Working Department	Finance /Accounting	7	10.3
	HRM	24	35.3
	MIS /IS	4	5.9
	Marketing	33	48.5
	Others	0	0
Managerial Experience	Less than 3 years	18	26.5
	3-5 years	13	19.1
	6-10 years	14	20.6
	Above 10 years	23	33.8

Table 4 shows that KMO value is 0.713 indicating that factor analysis is useful for the data. Bartlett's test of Sphericity shows a significant value (< .05), indicate the factor analysis may be useful with the data.

Table 4: KMO and Bartlett's Test

Cronbach's Alpha: 0.781		
Total Variance explained: 61.905		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.713
Bartlett's Test of Sphericity	Approx. Chi-Square	398.000
	df	120
	Sig.	.000

Table 4 is component matrix table consist of 4 factors with 4 variable. The study dropped 4 variables. These variables are VE1, MV5, PE1 and CL2.

Table 5 shows Rotated solution of component matrix. Four variable has dropped from the study whose value was less than 0.50. These variables are VE1, MV5, PE1 and CL2.

Table 5: Component Matrix with Rotated Solution

Rotated Component Matrix ^a				
	1	2	3	4
VE2				.768
VE3				.711
VE4				.574
VE5				.624
M1		.706		
M2		.746		
M3		.674		
M4		.556		
PE2			.616	
PE3			.758	
PE4			.761	
PE5			.859	
CL2	.645			
CL3	.846			
CL4	.851			
CL5	.755			

Extraction Method: Principal Component Analysis (PCA); Rotation Method: Varimax with Kaiser Normalization.

Table 5 shows the model summary, the outcome of the Regression Analysis. R and R² Values are very low in the table. The show that the respondents, data have less variation.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1. Predictors: (Constant), VE5, VE3, VE2, VE4	.167 ^a	.028	-.034	.5764
2. Predictors: (Constant), ADM4, ADM2, ADM1, ADM3	.082 ^a	.007	-.056	.5826
3. Predictors: (Constant), PE5, PE2, PE3, PE4	.095 ^a	.009	-.054	.5820
4. Predictors: (Constant), CL5, CL2, CL3, CL4	.302 ^a	.091	.033	.5574

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1-VE	Regression	.598	4	.150	.450
	Residual	20.931	63	.332	.772 ^b
2-ADM	Regression	.145	4	.036	.107
	Residual	21.385	63	.339	.980 ^b
3-PE	Regression	.193	4	.048	.143
	Residual	21.336	63	.339	.966 ^b
4-CL	Regression	1.959	4	.490	1.577
	Residual	19.570	63	.311	.191 ^b

Dependent variable: Age

If we analyse the regression outcomes of all factors, namely: VE, ADM, PE and CL. The p value is >0.050. It means that the researcher is unable to accept the null hypothesis and accept the alternative hypothesis. This shows that there is a significant relationship between Adult learning and Vicarious experience, Adult learning and adult motivation, Adult learning and physiological experience and Adult learning and managers continue learning.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.175 ^a	.031	-.031	.5756

a. Predictors: (Constant), REGR factor score 4 for analysis 1, REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.660	4	.165	.498
	Residual	20.870	63	.331	.737 ^b
	Total	21.529	67		

a. Dependent Variable: Age

b. Predictors: (Constant), REGR factor score 4 for analysis 1, REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1

In the above Table 6, the R² Value is also very low which indicates that the data have not much variation.

Table 7 shows a significant value of p <0.05. This shows that the researcher is unable to reject alternative hypotheses and accept the null hypothesis. This shows that there is no significant relationship between Age and Education, Age and managerial experience.

Table 7: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.617 ^a	.381	.361	.4530

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.193	2	4.096	19.965
	Residual	13.337	65	.205	.000 ^b
	Total	21.529	67		

a. Dependent Variable: Age

b. Predictors: (Constant), ManagerialExp, Education level

Coefficients					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	-1.965	.921		-2.134
	Education level	1.338	.461	.286	2.903
	Managerial Exp	.238	.046	.508	5.149

The final results of the tests of significance statistics from the equation (1) to the equation (5) are given in the table as below.

Table 8: The Summary of Research Hypothesis and Final Decisions

Null Hypothesis	Decision
H01: Vicarious experience (VE) has no significant impact of Adult Learning on managerial competencies?	Rejected
H02: Adult Motivational (ADM) has no significant impact of Adult Learning on managerial competencies	Rejected
H03: Physiological experience (PE) has no significant impact of Adult Learning on managerial competencies?	Rejected
H04: Continuous Learning (CL) has no significant impact of Adult Learning on Managerial Competencies?	Rejected
H05: Managerial experience (ME) and managers Education level (EL) has no significant impact on Adult Learning.	Accepted

The findings of the study show that the Vicarious Experience (VE), Adult Motivational (ADM), Physiological Experience (PE) and Continuous Learning (CL) have a significant impact of Adult Learning on managerial competencies. On the other hand managerial experience (ME) and Education level (EL) has no significant impact on Adult Learning.

7. CONCLUSION:

The study shows how adult learning has an impact on manager's vicarious experience, adult motivation, physiological experience and continuous learning. Also, how managers education and their managerial experience have an impact on adult learning.

Adult learning primarily related to the managers sense of learning and well being from regaining old skills, adding value to managerial decision making, to face new challenges in terms of personal and professional fulfilment and path of increasing self-efficacy helps a manager to experience adult education in his old age. The support of Co-workers and supervisors, willing to career transition and personal growth, lifelong learning and innovation skills, proper guidance and counselling and accessing developmental opportunities in term of personal, professional and social context motivate managers to experience adult learning. Adult's physiological factors such as health, regaining physical capabilities, sense to get connected with the organization for personal development and sharing emotional forms of attachment motivate them to participate in adult training. The continuous learning, as a means to achieve employability, managing diversity and empowerment, active citizenship and social inclination, ability to cope with changes with concurrent business environment, and career transitions attract managers for adult learning. The managers who have higher educational qualifications and have rich managerial experience rarely prefer adult training.

8. IMPLICATION OF THE STUDY:

The research has a strong implication to the managers who are slow in their learning as they grew old. The study has created value for the managers to grow with the changing business environment. It motivates adults to continue their learning practice being an adult to stay with the competition. The research extends the scope of the existing research in a context with enhanced managerial competencies with adult learning. It establishes a relationship of adult motivation to the adult learning. The research contributes to the body of knowledge by adding two more variable, managerial experience and managers education.

9. LIMITATIONS OF THE STUDY:

Firstly, the research is limited to male respondents. The female manager's contribution is nil. Secondly, 80% participants' managers are from the public sector and only 20% participants, managers are from the private sector. Finally, the sample size was limited to 68 managers only from Saudi Arabia. The total variables taken in the study are limited to 18, as we dropped 2 variable to increase the accuracy of outcome.

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